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ABSTRACT

This report describes the content of an educational program for family day care mothers based on the results of a year-long collaborative effort of 24 low-income licensed day care mothers and the staff of the Educational Day Care Consultation Program at the University of Michigan. The Project staff, program structure, group meetings, individual home visits, recommended goals of a training program for day care mothers, lists of pamphlets and materials distributed to participants, and selected forms used by the Project are presented and discussed. (Author/JS)

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WHAT DAY CARE MOTHERS WANT TO KNOW

-Guidelines for a pre-service or in-service educational program for family day care mothers

PS 005798

Educational Day Care Consultation Program
R 534 School of Education Building
University of Michigan
Ann Arbor, Michigan 48104

February 1972

"We urge the recognition of day care as a developmental service with tremendous potential for positively influencing and strengthening the lives of children and families and we urge the eradication of day care as only a custodial baby sitting service."

White House Conference on Children,
1970

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Educational Day Care Consultation Program

What Day Care Mothers Want to Know -- Guidelines for an educational program for family day care mothers.

February, 1972

Thelma Valenstein
Project Director

Abstract: "Education through collaboration" -- a description of the content of an educational program for family day care mothers based on their expressed needs, established at the University of Michigan. The content of the group meetings -- and individual home consultations by Educational Consultants, trained community para-professionals, is described. Materials distributed to the mothers is included.

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WHAT DAY CARE MOTHERS WANT TO KNOW

Guidelines for a pre-service or in-service educational program for day care mothers

This report is an attempt to share the results of a year long collaborative effort on the part of 24 low-income licensed day care mothers in Washtenaw County, Michigan and the staff of the Educational Day Care Consultation Program at the University of Michigan to explore together the world of family day care. Together we tried to find the ways in which consultation with other day care mothers and professionals in early childhood education and social work might enhance the quality of day care offered. The program has been funded by a 3/4 State Department of Social Service - 1/4 University of Michigan matching grant under the 1967 amendment to the Federal Social Security Act IV A.

Under the leadership of Wilbur Cohen, Dean of School of Education and former U.S. Secretary of Health, Education and Welfare, University staff consultants from the Department of Early Childhood Education and School of Social Work developed the framework of the program, the research design, and provided continuing consultation to the project director.

PROJECT STAFF

Project Director (full time), experienced in early childhood education in pre-schools and center day care as well as administration and teacher training.

Three Educational Consultants (half time). One of the major goals of the program was to create a step in the child care career ladder that would bridge the gap between the paraprofessional and professional in early childhood education. The position of Education Consultant in Family Day Care is just such a bridge. Our Education Consultants were selected for their demonstrated competence as teacher assistants in other early childhood education programs and for their desire to continue their education. Priority was also given to members of

the community that would be served. The program provided a stipend which included tuition expenses so that they could each work 1/2 time in the program and continue their education.

Research Director (half time) - graduate student in education and/or psychology whose task was to set up matched control (those expressing interest in the program but receiving no training) and experimental groups of day care mothers, to supervise the administration of the research instruments, and to analyze the data and prepare a report summarizing the results obtained from the research instruments.

Two graduate education students participated in staff meetings, one over a three-month period to introduce Montessori materials that would be useful in a home setting, the other participating in a month long discussion on understanding children's behavior problems and alternative ways of meeting them.

Three graduate students in social work had successive field placements with the project. They participated in the initial collection of biographical data, planned and led group meetings and provided individual consultation to some of the mothers.

A half time secretary completed the staff.

PROGRAM STRUCTURE

The program consisted of:

a. Staff orientations (5 1/2 day sessions) which included:
   1. Discussion of the nature and function of family day care, comparing it with other types of child care,
   2. Exploration of the staff's personal philosophies of child rearing,
   3. Role playing: hypothetical problem situations found in day care homes,
   4. Research aspects of the program,
   5. Pre-school learning experiences.

   (A more detailed description of the staff orientation can be found in the Educational Day Care Consultation Program Progress Report, June 1971.)

b. 20 evening group meetings (bi-weekly, 2-3 hours in length), 12 day care mothers in each group led by a graduate student in social work and drawing on specialists in Early Childhood Education, Law, Public Health and Nutrition, as the need arose.

c. 20 Individual Home Visits (bi-weekly,2 hours in length) by the Educational Consultants.

d. Weekly staff meetings between the social work student, educational consultants and project director proved a necessity so that the experiences gained in both group meetings and home visits could be shared. These meetings also helped to define the roles of each of the workers and to set and re-set goals for each mother. They also met the staff's continuing need to develop skills and knowledge that would help them in improving their abilities to meet day care mothers' needs.

e. Individual weekly conferences between the Education Consultants as well as the social worker and project director were held regularly to discuss goals for individual mothers and children and to explore ways of achieving them.

The program evolved within this framework.

As knowledgeable as the staff felt they might be in the area of early childhood education and social work, we were new to family day care and so structured the program to allow day care mothers to guide us in focusing on their areas of prime concern. As a result of this approach, which we've come to call "education through collaboration", many topics were discussed which the staff might not have given the priority they had for the day care mothers - ex. toilet training procedures, First Aid.

With a graduate social work student as discussion leader, the topic of each group meeting was determined by discussion among the mothers in advance of the meeting. It was then the project staff's responsibility to select or prepare appropriate written materials, obtain films, or contact resource people within the community. A letter reviewing the contents of each meeting as well as reminding mothers of the coming meeting was sent out after each session.

GROUP MEETINGS

What follows is an outline of the topics discussed during the group meetings. The materials given to the mothers are collected in Appendix A or are referred to in the footnotes.

1. Preparation of a checklist of information to learn from natural parents (see Appendix A-page i)
2. Workshops on educational activities for preschoolers[1].
   a. Arts and crafts (see Appendix A, page iv)
   b. Outdoor activities - setting up the backyard (see Appendix A, p. ix), local field trips for pre-school children, and large muscle activities
   c. Toys and games[2]. -- how children learn; how to select toys and games; (see Appendix A, page xi); activities for "letting off steam"
   d. Language development
      Word games - finger plays (see Appendix A, p. xix)
      Putting feelings into words
      Listening
      Writing stories with children
      Books for pre-schoolers (see Appendix A, p. xxv)
      Making children "hungry" to read
      Pre-reading games
      Dramatic play
   e. Music - dance
3. Discussion of Child Development - Social and emotional development
   a. Films and discussion:
      Learning to Grow Part I, 2-3 year olds
      Learning to Grow Part II, 4-5 year olds
   b. Guiding behavior
      1. Discussion of toilet training[3].
      2. Film Discipline and Self Control[4].
      3. Understanding the shy child -- the aggressive child, the hyperactive child -- and how to help them

4. Discussion on Guiding Behavior -- problems were those encountered by mothers in the program (see Appendix A, p. xxviii)
   a) Zeroing in on behavior problems
   b) Understanding possible causes
   c) Alternate ways of handling behavior problems
      1) Praising behavior you want repeated
      2) Reflecting child's feelings-giving child words to express his feelings
      3) Offering choices to child
      4) Removing child from situation - allowing him to return when he feels his behavior is more acceptable
      5) Limit setting
         a) with reasons
         b) offering alternatives, ex. punching bags, paper tearing, vacuuming, playdough for"letting off steam"
      6) Planning activities and space to prevent problem situations from occurring
         a) introducing new activities frequently
         b) preparing children in advance for next activity

4. Discussions with community consultants
   a. Public Health Nurse[5]. (see Appendix A, p. xxx)
   b. Lawyer on legal questions related to day care (see Appendix A, page xxxiii)
   c. First Aid Course (given by Red Cross nurse)
   d. County Extension Agent - nutritionist on economical and nutritions foods for pre-schoolers (see Appendix A, page xxxvi)
5. Discussion of Income Tax Deductions for Day Care Homes (see Appendix A, page xl)

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This is what these day care mothers wanted to know -- and more. Despite the fact that our training program has ended, the mothers continue to meet monthly to explore further their mutual concerns and share ideas. We are continuing in our effort to obtain or prepare reference materials which will speak to the needs of day care mothers (ex. Box Bonanza - 70 Ways to Use a Cardboard Box in preparation).

INDIVIDUAL HOME VISITS

It was here that we attempted to meet the special needs of individual day care mothers.

---While some mothers may have organized play materials in attractive boxes or bags in which children could find and replace them, others needed help with such organization.

---While some mothers used household materials and activities for learning-play experiences for children, others were not aware of these possibilities.

---One mother kept her retarded child hidden from view, and the education consultant's efforts were directed to assuring the mother of her interest in the child and concern with suggesting activities which were appropriate to her abilities.

An Educational Materials Inventory (now being revised to include Household Materials and Activities) and an open-ended Child Management Questionnaire (now replaced by the questionnaire developed by the day care mothers in Appendix A) administered at the beginning of the program provided clues to what was available for children to play with in the homes as well as giving us some notion of the day care mothers' attitudes to discipline.(see Appendix B) (We later found that the responses to the Educational Materials Inventory were sometimes inaccurate. Because our project was supported by the Department of Social Services, there was apprehension on the part of a number of the day care mothers that their responses to the questionnaires might in some way be connected with their eligibility for a license. Very pragmatic evidence of this confronted us when most of the mothers stated that they had

scissors available for the children's use but when the consultants suggested an activity which required them, none were available. The project provided them.)

The program responded first to the expressed needs of the day care mothers. With very few exceptions, they initially expressed a need to increase their repetoire of activities for the children -- "more things to do", "art activities", "outdoor activities", "games to play". These needs were not only met by the workshops but also by the educational consultants in individual homes.

At the outset of the program, the "educational" role of the consultants was narrowly defined to focus on the cognitive development of the children. The consultants had been trained in pre-school programs with an explicit cognitive emphasis and were most comfortable in this role. But as the program developed and discussions in the group meetings about child development and discipline generated more and more questions about the social and emotional growth of children, the day care mothers requested help from the consultants to solve problems in this area.

After much discussion among the staff and role playing to explore the consultants' approach to dealing with some of the behavior problems that arose, the consultants came to accept their "educational" role to include the social and emotional as well as the cognitive development of the children and when requested by the day care mothers, offered suggestions of alternative ways of handling behavior problems. Techniques for toilet training, ways of drawing out shy children, methods for handling aggression were just a few of the problems they were commonly asked to help solve. If the consultant felt that a mother needed help but did not seek it, the group meeting was used to raise the issue in a more generalized form and the consultant might then refer to the discussion to raise the prob-

lem during her home visit. A record of each home visit was kept (see Appendix B).

The visits focussed on:

a) Encouraging the use of those age-appropriate materials and activities which encourage children to safely explore the world about them and grow in their mastery of it.
   (i) by using materials readily available in the homes (ex. making playdough from flour, salt and water; nesting blocks from used tin cans; chairs and a sheet for a playhouse; reinforced cardboard boxes for furniture; cardboard cartons for dramatic play.
   (ii) By building a repetoire of songs and games, enjoyed by young children.
   (iii) By introducing inexpensive prototype educational materials that have not been available in the homes.

Our budget for educational materials was quite limited during this year's project, which required us to scrounge, invent and create as we encouraged the mothers to do. Together we discovered sources of paper (printing companies), giant cardboard boxes (appliance companies), reinforced boxes for furniture and play (liquor stores) and unit blocks (2 X 4 discarded wood from new building sites which we had cut into multiples of 2 X 2 and were sanded by the children), dress-up clothes (Salvation Army). We came to recognize that the searching out of such materials was difficult for the day care mother if she had no transportation or young infants in her care which made excursions difficult. Moreover, some materials were not available in the discount houses or supermarkets where these women shopped. Finally, but most important, given the fact that these day care mothers had low-incomes, the $3 a day they received from

the Department of Social Services for caring for a child provided very little for the purchase of equipment when the mother also was frequently expected to provide snacks and meals for the children.

The staff prepared a list of inexpensive prototype educational equipment which we felt should be available in a day care home and provided some of these materials in those homes lacking them. We have increased our budget for instructional materials for this coming year to meet this obvious need.

large crayons
scissors
large balls
picture lotto
Candyland
puzzles
mirror
playschool village
dressup clothes
tinkertoys
plastic play chips (K Mart)
Block-busters (reinforced cardboard blocks)
dolls - black and white
housekeeping dishes
fat pencils
alphabet set
telephones
block play people- black and white-(Childcraft)
cash register
connector (tinkertoy-like) - Childcraft
unit blocks (2" X 4" pine cut into multiples of 2" X2", 2" X 4", 2" X 6", 2" X 12" etc.)
Scholastic or Viking paperbacks (10 of these cost no more than two hard cover books)
Number learner(self-corrective number puzzle) (Childcraft)
balance beam
magnifying stool

This is a minimum list and the materials selected were chosen because of their proven interest to children and ability to be used in many ways in a day care home setting. We are also planning to create a pool of larger equipment which might be rotated between the homes, providing opportunity for new play possibilities as well as additional skill learning. Examples are:

1) large ride-upon truck
2) balance board
3) set of hand puppets
4) easy view magnifier
5) horseshoe magnets
6) large wagons
7) vinyl animal sets
8) wheelbarrow
9) magnetic sandbox
10) three-way table mirror
11) Skeneatilas train set
12) small cars and trucks
13) small village (Childcraft)
14) variety of table games (ex. illustrated dominos, Shape up, puzzles graduated in difficulty)
15) stethescope
16) pre-school nesting bridge set (Childcraft) or gangplank and platform bridge combination (Childcraft)

iv. Exploring the use of outdoor areas for play that encourages physical development as well as social and intellectual growth.

v. Suggesting ways of organizing available materials and space, planning a balanced program of indoor-outdoor activities, making transitions from one activity to another easy, introducing novelty.

b) "Modeling" by consultants to provide "another view" on how activities might be presented, children approached and responded to.

c) Discussion with the mothers about how materials were used by individual children, often leading to questions about child development or behavior.

d) Discussion of behavior problems - identifying disturbing behavior, discussing its possible causes, suggesting alternate ways of handling problems.

e) Providing support as a valued caretaker of children.

The social work student who led the group discussions was called upon for consultation more frequently toward the end of the project. This may have occurred because of his special sensitivity, but also developed out of the staff's growing clarification of their own roles and the awareness he helped develop of how case work consultation might serve the needs of mothers that were beyond the limits of our program.

RECOMMENDED GOALS OF A TRAINING PROGRAM FOR DAY CARE MOTHERS

Looking back on this year's collaboration in an effort to structure a program that will best meet the needs of day care mothers, we came to see the discussions and home visits as leading to broad goals - some stated explicitly, others implicit in the kinds of questions or concerns expressed. These are here outlined for consideration by those planning to establish such a training program.

1) Encouraging the use of those age-appropriate materials and activities which encourage children to safely explore the world about them and grow in their mastery of it.

2) Building trust in the day care mothers by the parents and children being served by them by

   a) Developing skills to make the transition from home to day care an easy one

   b) Increasing the day care mother's competence to handle daily problems

      1. Building a repetoire of ways of handling behavior problems so that the day care mother understands the consequence of various forms of discipline to the child and selects those that build trust on the part of the children and parents in her ability to solve problem situations in a constructive manner.

3) Helping the day care mother understand the importance of the early years of child's life in establishing later

patterns of human relations and attitudes to learning and so encourage her to "tune into" child's needs by understanding the

a) general characteristics of child development at various stages - child is not small adult - Piagetian stages
b) individual differences in rate of growth, life history, current situation
c) how children learn - by social demands, imitation, identification, exploration, discovery, trial and error, and manipulation on their own initiative
d) importance of play and the need for a stimulating environment appropriate to child's abilities
e) need to establish trust - autonomy
f) guidance techniques that encourage increased self-control and successful reaching out into the world of people and things.

4) Helping the day care mother become aware of community resources which may help her in her job.
5) Help the day care mother see herself as a valued child-care professional.

The potential value of family day care has yet to be appreciated by society -- payment for services is low and some important supportive services still inadequate. It can be an isolating experience and we have come to realize the need for substitutes -- not only for emergencies but for a chance for the day care mother to have time of her own. During the coming year we hope to train a pool of day care aides who might serve in this role. We are also planning to explore the possibility of home visits by "Foster Grandparents" and university student volunteers skilled in music or puppetry to provide a "change of pace" and support.

The need for a continuing consultation is best expressed in this quote from one of our day care mothers in her evaluation of the year's program:

"...and to ask that somehow it be carried on so we can grow and talk and laugh and learn together -- and so we'll always know someone out there does care that we are always at work -- have no sick days -- have problems -- have questions -- and little things that mean a lot to us who do this work for the love of kids. (You never get rich -- so you MUST love kids.)"

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Pamphlets Distributed to Day Care Mothers

1. The Scrap Book - a collection of activities for pre-school, Perry Nursery School, 1541 Washtenaw, Ann Arbor, Michigan, 1972. $2.00.

2. Rasmussen, Margaret, Play - Children's Business. Washington, D.C. Association for Childhood Education International, 1963. $.75.

3. Your Child from 1 - 6, Washington D.C. Children's Bureau Publication No. 30 - 1962. Available from Sup't of Documents, U.S. Government Printing office. $.20.

4. Galambos, Jeanette, Discipline and Self-Control - a program manual and study guide. Washington, D.C. Project Head Start, Office of Child Development, HEW, Washington, D.C. 20201.

5. Looking for Health, Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, N.Y. 10010.

6. Co-operative Extension Service, Michigan State University publications on Child Development:
   Child Guidance Techniques #E565
   "Dear Parents" Newsletters:
   #1 Do You Expect too much? #E423A
   #2 Naughty or learning B
   #3 Mealtime - happy or hectic C
   #4 Helping or forcing? D
   #5 A child's day E
   #6 Setting the stage for discipline F
   #7 Setting limits in discipline G
   #8 The "why" of behavior in discipline H
   #10 A young child looks at himself J
   #11 A young child looks at other children K
   #12 A young child looks at parents L
   #13 A young child looks at grandparents M
   #14 Questions which parents ask N
   #15 Children and values O
   Feeding the preschooler #E588
   Play and your child's development #E605
   Development and Behavior from Birth to five years #E437

7. Infant Care. Children's Bureau Publication #8, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201

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9. Day Care Publication 2, Serving Infants. Office of Child Development, HEW. (available from Superintendent of Documents, U.S. Government Printing Office, D.C. 20402). $.75.

APPENDIX A

Materials Distributed to Day Care Mothers

Checklist of Information to Learn from Natural Parents	i
Arts and Crafts -- Formulas for This and That	iv
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CHECKLIST OF INFORMATION TO LEARN FROM NATURAL PARENTS

TOPICS TO BE COVERED IN INITIAL INTERVIEW WITH NATURAL MOTHER AND CHILD

1. Request that the mother bring the child along for inital interview.

   A. You can see how mother and child get along.

   B. You can see how mother disciplines the child.

   C. The child can meet you ahead of time so that he will know what to expect.

   D. The child can see your home so that he will not be coming to a strange place when his mother drops him off.

   E. Meeting the child will help you determine whether he will fit in with and be happy with the other children.

2. Tell the mother that it is difficult to tell in the first interview how things will work out and that you would like to consider the first two weeks as an adjustment period. You will consider it your responsibility to let her know if the child seems unhappy or that the arrangement is unsatisfactory for some other reason and you feel the contract should be terminated.

3. Daily Activities

   A. Eating habits: likes and dislikes
   B. Sleeping habits:

      Does the child usually nap? How long?

      If not, is this acceptable for your routine and care of other children who will be napping.
   C. Play Activities:

      Outside play restrictions, crossing streets, distance from home they are allowed to go.

      Will the child bring some of his own toys?

      Will he be expected to share these?

      Can you take the child in the car on picnics or other outings.

      Will the mother bring an extra set of clothes even for older children in case of spills, mud, etc.

D. Toilet habits:

Is the child trained?

How does the mother handle training?

How often does the child need to go.

If you help to train the child, will she be interested in knowing how you do it so that it can be carried through at home.

E. What will the child call you?

F. To whom will you release the child at the end of the day? Will you release the child to anyone else if the mother gives you the name and description of the person coming in advance.

4. Discipline:

A. Do you have similar beliefs and techniques so that the child will not become confused? Although she should know that complete agreement is never possible.

B. Will the kind of discipline the child needs and the child's behavior in general fit in with the other children already in your home?

C. Does the child have temper tantrums? What does the natural mother do? How would she like you to handle this?

5. Illness:

A. Name of child's doctor.
B. Written permission to take the child to the emergency room if necessary.
C. Decision on whether you will call the mother at work if the child has a fever.
D. Agreement on whether you will allow the child to come when he has a cold.
E. Agreement that you will inform her of any illness that other children in your home may get.
F. Does the child have any allergies?
G. Plan for emergencies - should you or a child have to go to the hospital.
H. What immunizations has child had?
I. Can you give routine medicine such as aspirin?
J. Telephone number of both parents and grandparents or other relatives.

6. Fees:

A. Overtime
B. More than one child in the same family
C. Sick days
D. Vacation days for the parents when the child would not come.
E. Who will furnish food.
F. Vacation plans for you and also child's family - can you refer them to another day care mother while you are gone.
G. When will you be paid if mother is beginning a new job?

FORMULAS FOR THIS AND THAT

Finger Paint

1 1/2 cups laundry starch
1 quart boiling water
1 1/2 cups soap flakes
1/2 cup talc (optional)
1/2 Tbsp. poster paint

Mix starch with cold water to form creamy paste. add boiling water and cook until mixture becomes transparent or glassy looking. Stir constantly. Add talc, if desired, to make a smoother paste. Let mixture cool a bit; then add soap flakes, stirring until evenly distributed. Let cool and pour into jars with screw tops. Stir into each jar 1/2 Tbsp. poster, powder or easel paint of desired color.

Oilcloth makes an excellent surface on which children may experiment with finger paint. This can be washed and re-used. If paper is used, a commercial finger-paint paper or one with a high gloss and non-absorbent surface is best. Glazed shelf paper is very good.

The painting, when dry, may be pressed on the back with a warm iron.

Finger paint may also be made by adding soap flakes to concentrated liquid laundry starch. Color may be added directly to the starch or by shaking dry tempera paint on the paper when starch has been spread. The containers for color may be glass jars with screw-top lids in which holes have been punched.

Wheat paste mixed with water to a creamy consistency, with or without soap flakes added, makes another good basic finger-painting material.

Gesso

Gesso paste is a plasterlike substance resembling a delicate modeling clay. It is very satisfactory for decorating articles such as workbaskets, candlesticks, jewel boxes, canisters and picture frames and is made by mixing 10 tsp. of whiting with enough water to make a thick cream. Add 6 tsp. of glue, 1 tsp. of varnish and 4 tsp. of boiled linseed oil. Boil for 10 min. in double boiler. The mixture can be colored and used to make relief designs.

Play Dough

2 cups flour
1 cup salt
2 Tbsp. olive oil
food coloring

Add water -- slowly -- to make a pliable mixture. Knead above ingredients and place in plastic bag. The dough, together with materials such as assorted cookie cutters for making a variety of shapes and with buttons for decorating features, is a fascinating play material.

Cornstarch Modeling Mixture

1 cup salt
1/2 cup cornstarch
1/2 cup boiling water

Mix salt, cornstarch and water in pan. Heat over low fire, stirring constantly until mixture is too stiff to stir. When cool, knead until smooth. Paint articles when dry.

Flour and Salt Modeling Mixture

Mix equal parts of flour and salt with enough water added to make the mixture creamy. Do not heat. Placed on a fairly solid surface such as beaverboard or heavy cardboard, this mixture will harden and set. When dry it can be painted. When using for relief maps, build up high elevations in layers, letting each layer dry before another is added.

Beads can be modeled from the mixture. Roll into shape, thread on large needle. Paint when dry.

Paste Jewelry Modeling Mixture

3/4 cup flour
1/2 cup cornstarch
1/2 cup salt

Mix above ingredients in bowl. Add warm water gradually until mixture can be kneaded into stiff dough. Dust with dry flour to reduce stickiness. Mixture may be rolled into balls for beads. Pierce each bead with toothpick or large needle and allow to dry. Paint if desired.

Sawdust Modeling Mixture

Mix 1 cup sawdust with 1/2 cup wallpaper paste. Add enough water to make mixture like soft putty. Squeeze and pat modeling mixture onto wire frame of object or shape desired. Paint when dry.

Sawdust mixture may also be made by mixing 1 cup asbestos meal or sawdust and 1 cup plaster of Paris with enough very thin glue to form malleable mixture.

Natural Clay

Dig natural clay in the open, weather until dried, then break up. Pick out large impurities. Mix remaining clay thoroughly with water and put through wire sieve of coarse cloth to strain out other impurities. Let stand until clear water rises to top. Remove excess water, allow remaining paste to dry sufficiently for handling.

Cement Mortar

To make cement mortar mix one part cement with two parts sand. Add enough water to make mixture pliable. Cement is needed for some construction projects.

Plaster of Paris

Into a nonrusting pan put water equal to desired amount of plaster. Sift dry plaster slowly into water but do not stir. Plaster will become saturated and spread under the water without adding to quantity. Continue sifting in powder until mound or small peak forms just above surface of water; then stir carefully, keeping spoon under surface to avoid bubbles which cause weak spots when set. Stir constantly until mixture thickens and pulls or spoon leaves marks. Pour immediately.

Scrape surplus plaster from pan, fill with water and allow to stand until all plaster is loosened. Do not empty this in sink or drain; but strain through wire or cloth and throw plaster away, or dump contents of pan out-of-doors.

After plaster has set, it cannot be reshaped except by carving. It will stay damp for several days or can be resoaked in water and then carved or shaped with tools. It can also be used in forms or molds of cardboard, heavy paper, clay, or any other medium that will hold plaster firm until it sets.

Window Paint

A mixture for painting on windows may be made by mixing equal parts of Bon Ami, Alabastine and dry tempera paint. (Alabastine is another name for glass paint or whiting. It comes in powder form and is obtainable at hardware or paint stores.) Add enough water to make a creamy paste. This mixture may be painted on the window with a small brush or clean rag. It may be wiped off easily with a damp cloth and does not mar the window in any way.

Bookmaker's Paste

1 tsp. flour	1/4 tsp. powdered alum
2 tsp. cornstarch	3 oz. water

Mix dry ingredients. Add water slowly, stirring out all lumps. Cook over slow fire (Preferably in double boiler), stirring constantly. Remove when paste begins to thicken. It will thicken more as it cools. Keep in covered jars. Thin with water if necessary.

Flour Paste

1 cup boiling water	1 pt. flour
1 Tbsp. powdered alum	1 heaping tsp. oil of cloves
1 pt. cold water	oil of wintergreen (optional)

To 1 cup boiling water add powdered alum. Mix flour and fold in water until smooth; pour mixture gradually into boiling alum water. Cook until it has a bluish cast, stirring all the time. Remove from fire, add oil of cloves and stir well. Keep in air-tight jars. Thin when necessary by adding water. A drop or two of oil of wintergreen may be added to give paste a pleasing aroma.

Papier-mâché

To make papier-mâché soak old newspapers in water in a non-rusting container. Reduce paper to pulp by tearing into bits and by stirring mixture with stick or wooden spoon. Make heavy, thick paste with flour, water and small quantity of salt. Mix paste with paper pulp. Stir until papier-mâché begins to feel pliable (like modeling clay). It is now ready for use. There will be some shrinkage, however, as the papier-mâché dries. Use the mixture to model forms, mold over objects for masks, bowls, to form elevations on flat surfaces by adding a succession of layers. Paint when dry.

Strip Papier-mâché

Crush or roll newspapers to basic shape desired and tie with string. Wind with torn strips of newspaper dipped into flour and water paste about the consistency of heavy cream. Shape as strips are added. Strips of paper towelling may be added to a last layer to make white surface for painting. When dry, paint and shellac.

Paint Extender

Make a thick "gravy" of cornstarch and water. Cook in double boiler until thick. Add 2 Tbsps. of mixture to each jar of paint. This will extend the paint and thicken it so there will be less dripping. It also improves the texture, making the paint smoother.

Blueprints

- Blueprint paper
- Sunlight
- Piece of glass (3" x 4" is a good size)
- Cardboard or piece of wood same size as glass
- Hydrogen-peroxide solution
- Cotton or small rag
- Running water
- Stencil, pressed leaves, flowers, grasses

Press leaves, flowers or grasses between layers of paper. This flattens them and also removes excess moisture so that blueprint paper will not be soiled when print is made.

Cut blueprint paper to size of glass. Place on cardboard or wood, apply stencil, and cover with glass, pressing glass firmly against backing so that no light gets inside. Expose this to sunlight. Paper used and intensity of sunlight determine length of exposure required. Paper whitens on exposure to sunlight.

Rinse print well in clear water. Dip cotton or rag into solution and daub it over print, covering well. Rinse print carefully in running water. Dry print on flat surface. When almost dry, put under pressure until completely dry.

Splatter Prints

- Old toothbrush
- Comb or stick or piece of screen
- Newspaper
- Ink, water color, blueing or tempera
- Paper to be decorated
- Pressed leaves, flowers, grasses, stencil

Lay pressed leaves, flowers, grasses or stencil on paper to be decorated. Arrange carefully so that pressed shapes lie as flat as possible against paper. Objects may be pinned in place.

Protect clothes, walls and furniture from spatter by covering with newspapers. Large box with one side cut away may be used as a shield by placing paper to be spattered inside box.

Mix paint to thin consistency but keep color strong. Hold comb above paper to be decorated. Dip brush into paint. Draw paint-filled brush across flat side of comb or across wire screen. If too much paint is on brush, spatter drops will be large and coarse.

When stick is used instead of comb, apply paint by drawing stick through bristles of brush away from paper.

Spatter effect may be achieved by using fly spray gun filled with thin paint. Spray paint at articles hung at about shoulder level.

Some References

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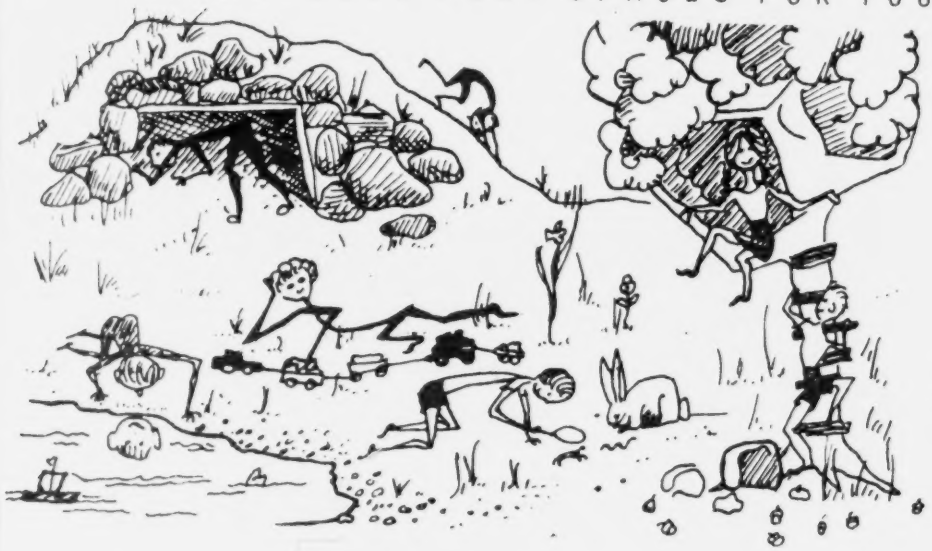
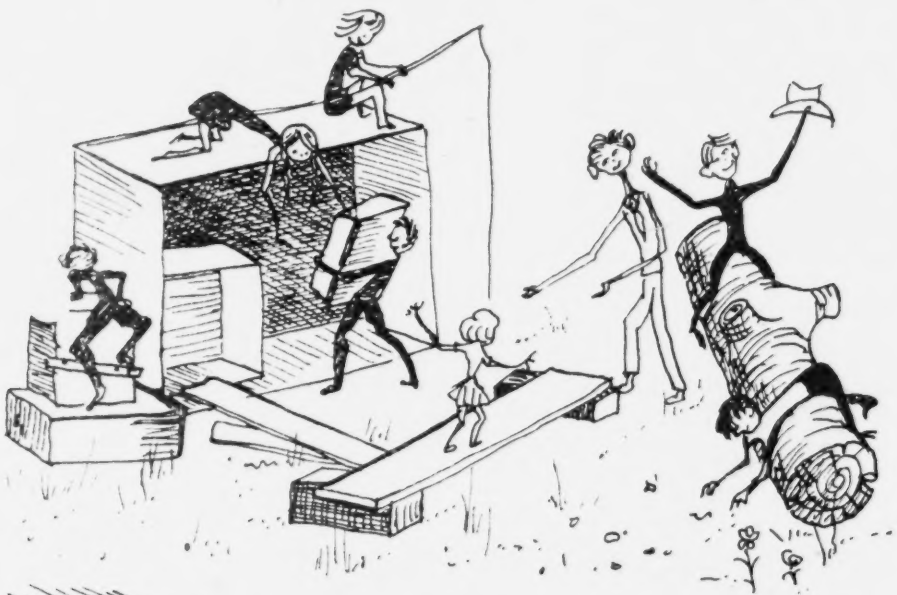
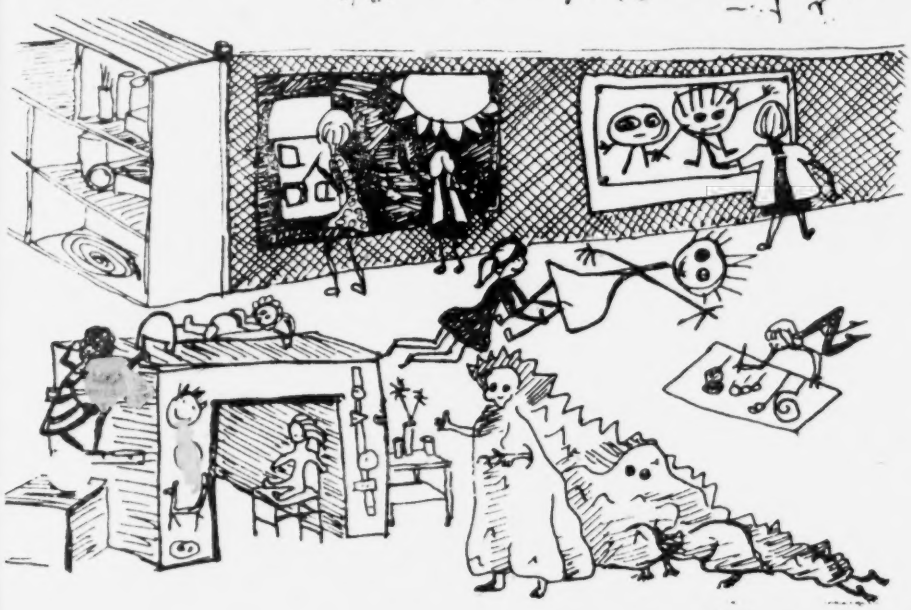
Leaflet 11
Creating With Materials for Work and Play
Association for Childhood Education International
Washington, D.C.







Bits and pieces of the world to come upon and wonder at -

Hills and valleys,
Fields or woodlands
Rocks and pebbles
Sand and water
Sunshine, wind
...and secret places

Living things that change & grow -

Trees & flowers
Vines & shrubbery
Children's gardens
From seeds to weeds
Pets and wildlife
Butterflies...cocoons
Bugs...worms
To chase, look at or to
Squash!

Materials inviting playmates or to be used all alone -

Things to climb, push, lift and build
Blocks & barrels, ladders, tunnels
Ropes for swinging & connecting,
Hoses, pulleys, straw & logs
Magnets, shovels, tools & blankets

Challenges to test one's skill -

Bicycles & paths to ride on
Heights to master, climb & swing from
Boards for balancing, bouncing, sliding
BOXES...big boxes, little boxes
...boxes that go into boxes

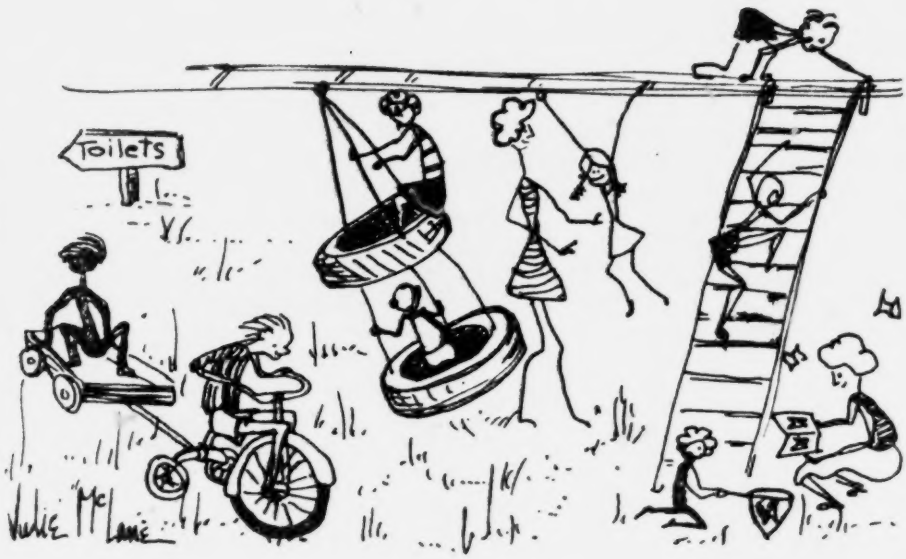
Fluff and stuff That dreams are made of -

"Grown up lady, little baby,
Bug collector, sewer inspector"

Blobs and globs to have a hand in -

Orange paint, orange chalk
Orange water, orange dough...
or green...
or blue...

x



Chunks and lumps
To make one's own

Lumber, stumps
and packing cases
Clay, mud
and other messes

Shelter, comfort, safety

Outdoor storage, summer shade
Adult leadership and guidance
Toilets, fountains, garbage cans
Benches, tables, lights for evenings
Telephones and first aid stations

PLAY is the child's way of discovering the world and working through his relationship with it.

Through play the child:

...explores and acts on his world

...creates and solves his own challenges and problems

...expresses his inner feelings and fantasies about the the real and unreal

...builds trust in adults and children who encourage and join with him in play.

Adapted from: Outdoor Play Spaces for Young children
U.S. Nat'l. Comm. for Early Childhood Education
Dr. Amy Hostler, 81 Irving Place, N.Y., N.Y. , 10003

THE ROLE OF TOYS AND GAMES IN THE DAY CARE CENTRE[1]

Irene Lezine[2]

Play is an essential function in the life of a child, and to provide for the harmonious development of the child's personality means not only to provide good hygiene but also to give him the affection and security he needs in order to develop, and to create around him a stimulating atmosphere that will help him become adapted to his environment.

A good organization of the child's life in the day-care centre should take into account the fact that a child separated from his family may lack stimulation and that play situations will have to supply some of the child's needs for contacts and affective exchanges -- a need that the child expresses by tears and increased restlessness in his first days at the nursery.

From birth to about the end of the first year, our main concern should be to provide conditions that will enable the child to develop his perceptions and movements. From the second week of life, the child begins to "look" in order to "see" -- it is a functional exercise of seeing, and the infant will soon direct his regard to certain objects and explore them visually prior to exploring them by touch. A brightly coloured object moving gently within the child's visual field will suffice to occupy his attention and calm him if he cries. Gradually, we note the development of coordination between vision and prehension (four months), and this marks a big step forward in the "solidification of the world" (Piaget, 1948). Beginning to act upon objects, the child will become oriented in space and acquire a notion of the permanence of objects; he seizes things in order to hold, suck, contemplate them -- and a small light object (such as a rattle) will satisfy his attempts at prehension.

In the meantime, the child has already found full satisfaction of his need for movement in playing with his hands (three months) and then with his knees and feet (five to six months). This enables him to explore his body and to relieve tensions (he makes motions of sucking, rubs his eyes, etc.). Such "functional play" (Buhler, 1949) develops rapidly to a more advanced stage. The child is no longer content to seize and manipulate an object suddenly and jerkily; he can dangle it at the end of a string, rub it, tap it, take pleasure in reproducing sounds heard (seven to eight months). Here we come to "imitative play" or "learning play": the child contemplates an object at length, listens in a more continuous manner, distinguishes more readily his own body and that of others (first awareness of the body's structure shown in reactions in front of a mirror and imitation of dumb-show and of certain gestures -- nine to ten months).

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[1] Translated from the original French

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At the various stages of his development the child needs to bring into play his newly acquired capacities and forces. At eight months, for example, he plays constantly at seizing and throwing objects, letting go of one thing to seize another. Several objects should therefore be left within his reach in his cot or playpen. At 12-15 months he can rotate his hand at the wrist, and he then amuses himself with filling and emptying at will. At this time, too, the child makes an effort to perceive, understand, make use of objects for a particular purpose, to draw an object towards himself with a stick or move it by another.

The child's attainments follow each other rapidly at the end of the first year, as his pleasure in being the initiator of action increases, and soon the symbolic and intellectual functions, which evolve side by side, will enable him to leave the "functional play" and "learning play" for expressive play and symbolic story play (15 months to 3 years). When the "let's pretend" phase is reached, the play becomes more and more richly imbued with affective and imaginative significance and provides the young child with a rough-and-ready means of projecting his own impressions and feelings.

It seems useful here to recapitulate the different stages of the child's development -- psychomotor and emotional development as well as development of activities. Although it is not necessary to teach the child to play, the following remarks are pertinent:

1. The child's natural need for activity can be better satisfied by adequate playthings adapted to his capacity for movement and perception. Too complicated a toy tires the child, since he is faced with the physical impossibility of using it. Too simple a toy, on the other hand, keeps the child at a stage of activity that soon leads to a condition of satiety or interia or to stereotyped behavior.

2. The toy is a means of enriching the child's perception: it enables him to develop his knowledge of forms and colours. He should be given toys that are pleasant to look at, agreeable to touch, and not dangerous to handle.

3. It is essential to create toys that interest children. If a toy inspires joyous surprise, this surprise will stimulate the child to discover, invent, and create new uses for it. It develops and enriches the child's imagination, and it should therefore have some aesthetic value, while leaving something to the child's personal creative instincts. Nothing is more harmful than a complicated toy that leaves the child a passive spectator without initiative.

4. The toy should meet the child's emotional needs: a soft teddy-bear or doll enables a very young child to express his need for contact, and, later, more complex feelings concerning those around him.

5. It should not be forgotten either that in the period from 15 to 30 months the child in the day-care centre acquires - sometimes more quickly than in the family - the first routine daily habits (he is trained in cleanliness, and learns to eat alone). It is an advantage if these habits are inculcated in the child in a flexible manner, taking into account his individual characteristics, and in a happy, stimulating atmosphere. It may be said also that games are the child's first introduction to social education, since they involve rules with which the child complies willingly and which teach him to manage his movements, to control himself in certain circumstances, and to suppress or dominate his impulses. It is in games that children best learn to know and find themselves, to exchange contacts with others -- contacts that should be given a positive value so as to encourage mutual help and giving.

6. Finally, as Makarenko rightly stressed in one of his conferences for parents (Lezine, 1954), play is the earliest training for future work. It is in his first contacts with toys that the child will learn to concentrate, to achieve an aim; in his behavior with toys he acquires his first ideas of order and carefulness.

In France, a Commission on Educational Toys was set up in 1959. In 1960 this Commission organized at the Pedagogic Museum an exhibition of toys for children from birth to seven years.

The first aim of the Commission was to attempt to define the qualities required in toys for very young children, especially for normal children brought up in day-care centers.

The study plan established for the work of the Commission, which served as the theme of the 1960 exhibition, embraced a fourfold aim:

(1) to encourage the development of general motor activities;

(2) to encourage the development of finer muscular activity;

(3) to encourage the development of constructive and imaginative activities;

(4) to encourage the development of emotional and social relationships.

FIRST TOYS -- TO 15 MONTHS

2-3 months: The rattle. This should be light and not too big (about 12 cm.long), washable and unbreakable. It should be in a single vivid colour, preferably red. (Although we know that red is discriminated early, manufacturers persist in making pink, blue, and even transparent rattles, which at this age are no good at all to the child from the visual point of view).

3-4 months: A row of celluloid or plastic beads attached across the cot (without parts that cut or scratch); a Calder-type mobile attached above the cot, in bright colours; a wooden holder for small objects that make a noise.

5-7 months: Play-pen for the beginning of crawling (should be large); toys that encourage the child to move about, such as coloured balls that roll; light-weight toys that make a noise.

8 months (at this stage the child should be able to hold two toys at once, to strike them together, to throw them down from a chair): unbreakable toys that make a noise.

9-10 months (affectionate period): teddy-bear and rag doll.

10-12/15 months (first comparisons and explorations of qualities of objects): bright-coloured scraps of cloth, paper to crumple, boxes to fill and empty, spools to roll, plastic bottles to uncork.

15 - 30 MONTHS CLASSIFICATION OF GAMES AND TOYS ACCORDING TO THEIR EDUCATIONAL VALUE:

Games and toys to encourage movement

12-18 months: In this period the child begins to walk, and we therefore suggest balloons and light soft balls in vivid colours, objects whose colour does not come off and which do not deflate immediately, and which the child will run after and try to catch, thus moving about.

21-24 months: The child now begins to go up and down stairs on all fours or holding on with one hand, and he enjoys play that develops his equilibrium: pulling and pushing carts, wooden animals; open-air games, steps, chutes, planks inclined at various angles; games with large skittles; reins with bells, to play horse with; spinning tops; all types of handcarts, wooden bicycles and tricycles with or without pedals; large fibre-board blocks, light but solid, on which the child can jump and with which he can make barriers and trains. Outdoors: climbing frames; doll's houses adapted to the size of the children.

To be avoided: swinging toys and "baby-walkers" in which children can balance themselves too long.

Toys to encourage fine movements and observation of movements

First mechanical toys, which the person in charge must wind up; construction toys with wooden or plastic blocks, pyramids, rings for stringing together; cubes that fit together; nests of eggs (one inside the other), letter-boxes (Kiddiecraft), large wooden beads for stringing, elementary puzzles, objects that screw and unscrew, wooden hammers and pegs.

Games and toys to encourage speech development

Pictures of objects to name and point out (simple pictures on cardboard, clearly designed and in bright colours), picture books of cloth or cardboard, puppets, Punch and Judy, magic lanterns, first simple games of lotto.

Role playing toys

Dolls and doll's houses, with clothes, furniture and crockery, teddy-bears and animals made of plush; costumes for "dressing up"; equipment for playing at shops, etc.

Play materials inculcating a knowledge of nature

An Aquarium or cage of birds if feasible; playthings in wood: farm animals, pine-cones, mushrooms, wooden or plastic fruits, if the day- care centre is unable to arrange outdoor excursions to places where the children can observe such things.

Construction materials

These can be very simple: boxes, string, spools, scraps of cloth, paper for cutting up, plasticine, clay; paper and pencils, water-colour paints, slates, easel, large pieces of cardboard for scribbling (for children of 2 1/2 years or older); sand and water, with buckets and wooden or rubber spades; first toys to take apart and put together again.

Educational Play for groups

Games requiring order and skill; fishing games.

Play materials inculcating a knowledge of the world and of technology

Occupational toys: fire-stations, garages, trains, boats, aeroplanes.

Materials for early musical education

Triangles, xylophones, small pianos, tambourines, bells, and particularly recordings of songs or music. In an unpublished study made by one of our pupils (F. Brousseau) at a day-care centre at Nogent, it was found that very young infants calmed down and listened to recorded music with pleasure for several minutes.

DISCUSSION

It is very important to remember that a child brought up in a group particularly needs, if the exchanges with the nurses do not sufficiently replace family contacts, to find in play certain very important emotional compensations.

Unfortunately, in children's communities too much emphasis is often laid on educational play -- which is excellent in certain cases but does not leave sufficient scope for the child's phantasy. Once a child has learnt to string rings together according to size and color, there is nothing more for him to do with this material. Moreover, educational toys are often too complicated for infants in day-care centres: some of them involve ideas of classification that are too complex for young children. Exercises in sensory discrimination are conducive to peace and quiet, but if the child is kept too long at this type of play he will become bored and it will lose novelty for him.

It is certainly a great feat to be able to keep small children quiet, but if this is achieved by inhibiting them at an age when they need a great deal of movement they will subsequently react with violent excitement. Instead of educational toys, therefore, we prefer toys with which a child acts out a story (dolls, dishes, train, farm). We consider it preferable for a child to be nursing, feeding, and dressing a doll or teddy-bear rather than fitting rings on to a stick, because we know that handling the doll consolidates the as yet fragile conception of the structure and elements of the body, as Wallon & Lurcat (1962) have pointed out. It is in playing with the doll that the child can internalize and project the events of his daily life: he expresses what he feels about the day's rhythm (going to bed, meals, excretion and and toilet). The doll becomes the catalyst for emotions such as jealousy and resentment: it is the nearest substitute to which the child can talk and express love in his own way, adopting roles and attitudes that become more and more complex.

Finally, a whole series of social relations expressed by language is also relearnt and reformulated in relations with the doll (direct transference to the doll reflecting

relations with parents and those around the child, and indirect transference in imaginary situations in which the older child relieves his anxiety by attributing to himself remarkable powers over people and things have been analyzed by our colleague, Liliane Lurcat, in an unpublished study in connection with the work for the Pedagogic Museum Commission, "The Doll and its Domain," under the direction of Professor Wallon).

PLAY AND ORGANIZATION

It is not sufficient to provide a child with toys: his activities must be organized. The primary postulate is that day-care centres should put an end to dreary hours of waiting for a meal and interminable sessions on the chamber-pot. The child should not remain unoccupied to roll on the floor or suck his thumb; nor should he be left to cry for a long time.

A child can keep himself amused with very little--even with only his own reflection in a mirror. If the room is appropriately decorated, the toys adequate, and the child easily able to vary his play, there will be little chance of his becoming bored or apathetic. The decoration of the room is very important point; unfortunately the pictures and decorations that ornament the walls of our day-care centres are still too often beyond the comprehension of children.

The manner in which the play-room or the open-air play-pen is organized can contribute considerably to the children's education. Each child should know where the material is kept; in each play-room there should be small cupboards or shelves and tables with drawers, since these are far better than boxes for storing toys. The child should learn to tuck the doll into its bed and put the ball back into the net.

In a well-arranged room, the child will be better able to find his way to be tidy and careful. However, this need for order should not become ritualistic, as happens when the adult is too inflexible in training the child.

Play should be so organized as to leave the children a wide margin of freedom and initiative; nevertheless it should be guided, and the adult should intervene to introduce new ideas into the games, to vary them, and also to settle disputes among the children.

The type of play will depend upon the stage of development of the child, on those around him, and on the toys available. It is not enough for the child to have good toys; they must also be suitable to his age, and his activities should be carefully guided.

Nursery-school teachers have received appropriate training and know how to guide older children's play, but those in charge of very young infants may lack sufficient knowledge and should study what is known of the paths of children's development.

By studying the imitative abilities of children of 7-15 months it is possible to find means of stimulating their verbal and mimetic responses. As a rule, children talk too little in day care centres. Similarly, knowledge of stages of children's motor development makes it possible to arrange games of movement adapted not only to their age but also to their motor capacity.

Constant observation shows that it is harmful to place in the same play-pen a sluggish child (who moves about very little and who is sensitive, observant, and more interested in fine than in gross movements) and an active child, who is more lively and has a great need to explore and move about. The latter will inevitably push about the less active child, who will react only with tears (Lezine & Spionek, 1958).

Psychologists attached to day-care centres can provide the puericulturists with the necessary knowledge of the psychological development of children and help them to:

(1) choose suitable toys;

(2) arrange the order of activities so that play does not become stale;

(3) maintain positive relations among the children;

(4) give more individual attention to easily tired or excitable children.

FINGER PLAYS

Fingers are with us always. They're often the first plaything of the infant -- and the first "computer" of the young child. The rhythm and rhyme of finger plays, the control over one's fingers and the chance to use them in different ways -- all give pleasure to children.

They're wonderful to know and use during "waiting times" -- for juice or a meal -- or during car trips.

FOR VERY YOUNG CHILDREN

1. Knock at the door, (forehead)
   Peep in, (eyes)
   Turn the latch,(nose)
   Walk right in, (mouth)
   Chin-chopper, chin-chopper-chin.

2. Pat-a-cake, pat-a-cake, bakers man
   Make me a cake as fast as you can,
   Roll it, prick it, and mark it with T,
   And put it in the oven for Tommy and me.

3. Peek-a-boo. I see you
   Hiding behind that chair.
   Peek-a-boo. I see you.
   I see you hiding there.(Child stoops behind a chair)

4. Hickory Dickory Dock (raise right arm high)
   The mouse ran up the clock (run fingers of left hand up right arm)
   The clock struck one(clap hands over head)
   The mouse ran down (run fingers down arm)
   Hickory Dickory Dock.

NAMING THE FINGERS

5. One little, two little, three little Indians,
   Four little, five little, six little Indians,
   Seven little, eight little, nine little Indians,
   Ten little Indian boys.

6. Five little chickadees sitting in a door;
   One flew away and then there were four.
   Four little chickadees sitting in a tree;
   One flew away and then there were three.
   Three little chickadees looking at you;
   One flew away and then there were two.
   Two little chickadees sitting in the sun;
   One flew away and then there was one.
   One little chickadee sitting all alone;
   He flew away and then there were none.

7. Here is a beehive (hand cupped)
Where are the bees?
Hidden away where nobody sees.
Now they come creeping out of the hive--
One, two, three, four, five. (extend fingers one by one)
Buzz-z-z-z-z.

ROUTINES

8. Warm hands warm (rub palms together)
Do you know how?
If you want to warm your hands
Blow your hands now.

9. Roll, roll, roll your hands
as slowly as you can,(roll forearms)
Roll, roll, roll your hands
as fast as you can,
Shake, shake, shake your hands etc.
Clap, clap, clap your hands etc.

10. Ten little soldiers standing in a row, (all fingers stand)
They all bow down to the captain so (bend at knuckles),
They march to the left, they march to the right,
(move to left, then right)
They all stand straight quite ready to fight,
Along comes a man with a great big gun,
"Bang", (clap) you ought to see those soldiers run.
(fingers run)

11. Here is the church, and here is the steeple
Open the doors and see all the people.

12. Open shut them, open shut them, give a little clap,
Open shut them, open shut them, lay them in your lap.
Creep them, creep them creep them, right up to your chin,
Open wide your little mouth but do not let them in.
Open shut them, open shut them, to your shoulders fly
Let them like the little birdies flutter to the sky,
Falling, falling, falling, almost to the ground-
Quickly raising all your fingers twirl them round and round.

13. This is the bunny with ears so funny (right fist with 2 fingers raised)
This is his hole in the ground(cup left hand).
When a noise he hears, he pricks up his ears
And then jumps into the ground (first dives into cupped hand).

14. Here's a ball for baby (make a circle with thumb & fore-finger)
Big and soft and round.
Here is baby's hammer (make hammer with fist),
Oh, how he can pound!
Here is baby's music (hold up hands facing each other)
Clapping, clapping so (clap)
Here are baby's soldiers,
Standing in a row (hold fingers up very straight).
Here is baby's trumpet (pretend to blow trumpet),
Toot-too, toot-too, too!
Here's the way that baby
Plays at peek-a-boo(play peek-a-boo with fingers)
Here's a big umbrella (spread hand palm downward, finger of other hand for handle)
To keep the baby dry.
Here is baby's cradle (form cradle with hands)
Ro -a-baby-bye.

15. Two little dicky birds sitting on a wall(fingers parallel thumbs standing up)
One named Peter, the other named Paul (wiggle thumbs as named)
Fly away, Peter, fly away, Paul. (flutter hands behind back).
Come back Peter, come back Paul (bring hands back as before).

16, Here's a ball -- (make circle with thumb & forefinger)
And here's a ball --(make circle with 2 thumbs and forefinger)
And a great big ball I can see --(make circle with arms)
Now let's count the balls we've made
One, two three (repeat as above).

17. There's a funny little man(thumb) in a funny little house (wrap fingers around "man")
And right across the way, there's another funny little man in another funny little house, (other hand)
And they play hide and seek all day.
One funny little man through his window peeps (thumb between fingers)
Sees on one looking, then softly creeps (thumb crawls out)
Out his door, he comes so slow
Looks up and down and high and low (thumb up & down)
Then back into his house he goes (thumb back in fist)
Then the other little man through his window peeps, etc.
.....

Sometimes these little men forget to peep
And out of their doors they softly creep (both thumbs)
Look up and down, high and low
See each other and laugh "ho ho!"
Then back into their houses go.

18. These are Mother's knives and forks (interlock fingers,palms up)
And this is Father's table (palms down, knuckles flat.)
This is Sister's looking glass(raise 2 index fingers)
And here's the baby's cradle.(raise two little fingers, rock hands).

19. Here's a cup (fingers and thumb make circle)
And her's a cup (same with other hand)
And here's a pot of tea(thumb acts as spout)
Pour a cup (pouring motion)
And pour a cup,
And have a drink with me. (drinking motion)

20. Where is Thumbkin? Where is Thumbkin? (Both hands hidden behind back. Look over one shoulder, then the other)
Here I am!(one thumb out, rest of fist closed)
Here I am! (other thumb out)
How are you this morning? (bend thumb in rhythm to chant)
Very well, I thank you.(bend other thumb as above)
Run away, run away! (Hide first one fist, then the other)

.....
Repeat for each finger:
Where is pointer?
Where is tall man?
Where is ring man? (this is hard!)
Where is pinky?

VERSES FOR OLDER CHILDREN REQUIRING INGENUITY FOR ACTION

21. An eensy, weensy spider (opposite thumbs and index fingers)
Climbed up the water-spout. (climb up each other
Down came the rain
And washed the spider out. (hands sweep down)
Out came the sun (arms form circle over head)
And dried up all the rain. (arms sweep upward)
And the eensy, weensy spider
Climbed up the spout again. (as above)

22. BEAR HUNT

(Day care mother leads and children repeat everything she says and imitate everything that she does)

Let's go on a bear hunt (repeat)
Alright (repeat)
Okay (repeat)

Let's Walk

(Pat your lap forcefully and rhythmically to sound as if walking)

Um-uh (repeat)
Look at that sun (repeat)
Mighty hot sun (repeat)
Let's Walk (repeat)

(Lap patting motion again and this is done each time the leader says let's walk.)

Um-unh (repeat)
Look at that bridge (repeat)
Mighty tall bridge
Can't go under it (repeat)
Can't go thru it (repeat)
Guess I have to go over it (repeat)

(Criss cross arms and hands and slap chestalternately and rhythmically; should make a thumping sound suggesting the sound of a bridge.)

Over the bridge
See a bear
Un-unh (repeat)
Let's Walk

Um-uh (repeat)
Look at that grass
Mighty tall grass
Can't go under it
Can't go over it
Have to walk through it
Shoosh-- Shoosh-- Shoosh
(Move arms in a swimming motion)

See a Bear
Un-uh
Let's Walk (repeat)

Um-uh
Look at that tree
Mighty tall tree
Can't go over it (repeat)
Can't go under it
Guess I'll have to climb it

(snap fingers; each hand alternating as you move them in an upward direction as if to climb a tree)

At the top
See a bear
Un-unh (repeat)
Let's go down
(snap fingers as you go back down)

Um-uh
Look at that cave
Mighty dark cave
Let's go in
It's dark in here
I see something (begin to talk slowly)
It's got teeth
It's got Big eyes
(feel the hair of the person nect to you)
It feels fuzzy
IT'S A BEAR

LET'S GO

Out of the Cave
Up the Tree (repeat finger snapping)
Down the Tree
Thru the Grass (repeat the swimming movement)
Over the the Bridge (repeat the thumping movement)

Home at Last
I'LL NEVER DO THAT AGAIN.

Educational Day Care Consultation Program
School of Education - University of Michigan

BOOKS THAT PRE-SCHOOLERS (3-5 year olds) CHOOSE

- a useful guide to take along when choosing books at the library or adding books to your home or school collection.

Anglund, Joan Walsh	A Friend is Someone Who Likes You, Harcourt, 1958.
	Love is a Special Way of Feeling, Harcourt, 1960.
Bemelmans, Ludwig	Madeline, Viking, 1939.
	Madeline and the Bad Hat
Brooke, L. Leslie	Johnny Crow's Garden, Warne, 1903
Brown, Margaret Wise	The City Noisy Book, Harper
	The Country Noisy Book, Harper,1904
	Good Night Moon
	The Runaway Bunny, Harper, 1942.
	The Dead Bird
Budney, Blossom	A Kiss is Round, Lothrop
Burton, Virginia Lee	The Little House, Houghton, 1942
	Mike Mulligan and His Steam Shovel, Houghton, 1939.
Daugherty, James	Andy and the Lion
DeBrunhoff, Jean	Babar
DuBois, William Pine	Otto in Texas, Viking, 1959
Duvoisin, Roger	Petunia, Knopf, 1950
Eichenberg, Fritz	Dancing in the Moon, Harcourt, 1955
Ets, Marie H.	In the Forest, Viking
	Play with Me, Viking
Fatio, Louise	The Happy Lion, Whittlesey, 1954
Flack, Marjorie	Angus and the Cat, Doubleday, 1931
	Angus and the Ducks, Doubleday
	Ask Mr. Bear, Doubleday
	The Story about Ping, Viking, 1933

Gag, Wanda	Millions of Cats, Coward, 1938
Golden (Publishers)	Great Big Car and Truck Book
Gramatka, Hardie	Little Toot, Putnam, 1939
Gregor, Arthur	Animal Babies, Harper, 1959
Joslin, Sesyle	What Do you Say, Dear? Wir.Scott, 1955
Keats, Ezra Jack	A Whistle for Willie, Viking Peter's Chair The Snowy Day, Viking, 1962
Kingman, Lee	Peter's Long Walk, Doubleday, 1953
Krauss, Ruth	The Carrot Seed, Harpers, 1945
Langstaff, John	Frog went aCourtin, Harcourt, 1955
Lenski, Lois	I Like Spring I Like Summer I Like Winter The Little Auto The Little Airplane The Little Fire Engine The Little Train Papa Small, Walck,1951 Policeman Small, Walck, 1962
Lionni,Leo	Inch by Inch, (Obolensky)
McCloskey, Robert	Swimmy Make Way for Ducklings, Viking,1941 Blueberries for Sal, Viking, 1941 One Morning in Maine, Viking, 1952
Minarik, Else	Father Bear Comes Home, Harper, 1957 Little Bear's Friend Little Bear's Visit
Munari, Bruno	Bruno Munari's ABC World, 1960
Newberry, Clare	T-Bone, the Baby Sitter
Porter, Beatrix	The Tale of Peter Rabbit, Warne, 1903
Rey, HA	Curious George, Houghton, 1941 Curious Geoge Flies a Kite, Curious George Rides a Bike Curious George Gets a Medal Curious George Takes a Job

Scheer, Julian	Rain Makes Applesauce, Holiday, 1964
Sendak, Maurice	Where the Wild Things Are
Slobodkrna, Esphyr	Caps for Sale, Scott, 1947
Suess, Dr.	The Cat in the Hat Horton Hatches the Egg If I Ran the Zoo McElligot's Pool
Tresselt, Alvin	And to Think that I Saw it on Mulberry Street Rain Drop Splash White Snow Bright Snow, Lothrop, 1947
Ungerer, Tomi	Crector, Harper and Row, 1958
Waber, Bernard and Watson, Andrew	The House on East 88 Street, Houghton, 1962
Ward, Lynd	The Biggest Bear, Houghton, 1952
Wildsmith, Brian	Brian Wildsmith's 1,2,3's Brian Wildsmith's ABC, Waits, 1963
Williams, Garth	Baby Animals
Yashima, Taro	Umbrella, Viking, 1955
Zion, Gene	All Falling Down , Harper&Row, 1959 Harry the Dirty Dog, Harper, 1956 Plant Sitter Summer Snowman, Harper & Row, 1955
Zolotow, Charlotte	The Storm Book, Harper, 1952

SOME PROBLEMS ENCOUNTERED BY DAY CARE MOTHERS

OPEN - ENDED QUESTIONNAIRE

THERE ARE NO "RIGHT" ANSWERS TO THESE QUESTIONS. WE ARE TRYING TO FIND SOME OF THE MANY WAYS THAT MOTHERS HANDLE THESE PROBLEMS. JUST WRITE (OR SAY) WHAT YOU THINK YOU WOULD DO ON A REGULAR DAY.

1. What would you say or do if two children are fighting over a toy?

2. What would you say or do if a child who had been toilet trained starts wetting his pants again often?

3. What would you say or do if a child comes into your home each morning swatting everyone and everything in sight?

4. What would you do if you want to take the children for a walk and one little girl wants to continue her drawing?

5. You just put out snacks, and one of the children spills his cup of juice on purpose. What would you do?

   Why would you do that?

6. One of the children hits another child, who then started to cry. What would you say or do?

7. What would you say or do if a child bit another child?

8. What would would you say or do if a child said, "I don't like you?"

9. What would you say or do if a child runs out in the street when you have told him not to?

10. What would you say or do with a child who sits in the corner and sucks his thumb much of the time?

11. One mother is often late in picking up her child. What would you say or do?

If that doesn't work, what next?

xxx

Educational Day Care Program

Questions and Answers on Health Issues involved in Day Care

By Mrs. Thompson
City Health Nurse

Q. What should one do if a child develops a rash as a result of an allergy?

A. There is not much you can do unless call a doctor if it is serious. If you are in the car you should shut the windows and vents to cut down on the pollen intake. Cold compresses may be used to hold down swelling in the area of the rash.

Q. Is it better to take a sick child to a doctor to to the emergency unit of a hospital?

A. This should be checked with the natural parents in order to discover their preference (prior to, not at the time of an illness).

Q. What should one do about a baby (3-9 months) who often chokes on excess mucus?

A. Usually by this age, it is not mucus that causes the problem but rather unswallowed food. You may first try holding the baby's head lower than his body to let it drain. Or you may try giving a little water or juice to aid swallowing. Or you can use a bulb syringe but be careful not to harm the baby's nose or throat.

Q. At what point should you mention to the natural parents that possibly their child is ill?

A. If a young baby and he does not wake for feedings; if a young child sleeps a great deal, does not eat well or displays any unusual behavior patterns such as crankiness. With only a cold, there should be no fever. If a fever is present, it usually indicates dehydration or an infection.

Q. How do you recognize dehydration?

A. Child will have dry skin, may sleep a great deal, infrequent urination and sunken eyes or with babies, a sunken soft spot.

Q. How do you recognize an ear infection?

A. The child may stop chewing, may rub his ear often, may show a loss of balance and there will be a fever.

Q. What should you do and not do with cases of diarrhea?

A. If it is a young baby, do not fool around as the younger the child the more serious constant diarrhea can be. It is usually a sign of an illness if it persists. With an older child you should avoid giving him solid foods as this only irritates the gastro-intestinal tract. If you call a doctor you should report the age of the child, color and consistency of the B.M., how long it has been occurring, temperature of child, amount of B.M. and last urination. This will enable the doctor to determine the severity of the case.

Q. What about giving patent medicines for diarrhea?

A. Only with written or verbal instructions from the doctor as to what to use, how much and how often.

Q. What does a green colored B.M. indicate?

A. Merely that the waste material is moving rapidly through the intestines. The green color is due to the bile contained in the B.M. Such a condition should be watched to se if it persists and if so, contact a doctor.

Q. How long should a day care mother keep a child when he or she appears to be sick?

A. Use common sense and good judgement. You do have a responsibility for that child's health as well as others in your care, to say nothing of your own children. If the natural parents refuse to take a child to a doctor, you may want to refuse care until she has.

Q. What should one do in cases of bleeding?

A. Rarely should you use a tourniquet. Press gauze over the wound and apply pressure between the heart and the wound to reduce the flow of blood (pressure points).

Q. What should one do in case of burns?

A. Immerse burned area under or in cold water. May use wet compresses. Do not apply butter, creams or ointments. If 2nd or 3rd degree burns,call a doctor.

Q. What about bumps on the head?

A. Use cold pack or ice to reduce swelling. Do not put child down for a nap but keep him involved in quiet play and watch him closely for a time to see if he shows signs of more serious injury.

Q. What about puncture wounds?

A. If the object is merely into the skin you may remove it and treat the wound. If the puncture is deeper than the skin, leave the object in place and call a doctor.

Q. Will a health nurse come to the house?

A. Yes, but if any care is indicated, it must be done with and through the natural parents.

Other important points:

1. Always check with the natural parents about a child's health (persistent earaches, immunizations, etc.)

2. Emergency care can be obtained for children at the Pediatric Walk-In Clinic at University Hospital or the emergency unit at St. Joseph Hospital.

3. Also, there are well-baby clinics in both Ypsilanti and Ann Arbor.

4. Free immunizations are given at the Ann Arbor well baby clinic every third Saturday from 9:00 to 11;00 a.m. There is no fee.

5. Mrs. LeBlanc stated that there is a nursing course offered every Monday at the Ann Arbor Community Center.

6. There are two new pediatricians in the area (on Plymouth Road), Dr. Demot.

7. If you ever have any questions on health care you can call the public health department located in the County Building.

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Educational Day Care Program

Questions and Answers on Legal Issues Involved in Day Care
by Mr. Norris Thomas
Legal Aid Society

Q. If a child is injured while in your care and in your yard or house, what are the responsibilities and liabilities involved?

A. One can separate responsibility from liability. Your responsibility in such a situation is to care for or obtain proper care for the injured child. This is true whether or not the injury occurs on your property or not so long as the child is under your supervision.

In order to be liable or subject to being sued, the natural parents must prove that negligence on your part contributed to the child's injury. Negligence in this case could be inadequate supervision or faulty maintenance of your property such as a loose floorboard or a frayed rope on a swing.

One caution, however, if you attempt to give care to a child's injury, you had best know what you are doing. If in any way you make the injury worse, you are strictly liable to be sued.

Your safest bet is to give comfort to the injured child and let the doctor give medical care.

Q. Will public liability or home owners insurance cover law suit damages, medical expenses, etc?

A. Yes, up to the maximum amount stated on the policy. There is also liability insurance available for renters. In either case, the cost of such insurance is extremely reasonable, usually $15-$25 a year.

Q. Who is liable if your own dog or a neighbor's dog bites a child?

A. If it is your dog, you are liable. If it is a neighbor's dog, he is liable unless the child is trespassing on the the neighbor's property. In that case you could be held to be negligent for maintaining inadequate supervision of the child's activities.

Q. Is written permission necessary from the natural parents to obtain emergency medical care for a child?

A. Generally it is not enough. It may be better if the natural parents would leave written permission with their family doctor. In any case, remember that you have an implied legal duty to call a doctor or ambulance in case of any injury. Do this even if you know that the child's religion prohobits medical care.

Q. Who pays medical bills when you bring an injured child to thehospital and request medical care?

A. If the child then is treated without the permission of the natural parents, you are liable for the medical expenses incurred.

Q. Who is liable for an injury resulting from the negligence of someone working for you?

A. You are. The employee is merely acting as your agent.

Q. Is it legal for me to give prescribed medication to a child I care for?

A. Yes, but you should have written instructions from the doctor stating the child does need the medication and how much he should have and how and when to give it to him. You should also have written permission from the natural parents.

Q. Who is responsible for damages if a child I care for dstroys a neighbor's property?

A. You are responsible and liable for all damages. However, for many things like a broken window, the natural parents will agree to pay although they do not have to.

If a child damages your property, again, you are liable or must pay unless the natural parents agree to do so.

Q. Can a day care mother be sued for discipling a child she cares for?

A. Only if the natural parents can prove malice. Be very careful not to use unnecessary force when discipling. Your best bet is to spank the child's hands.

Q. Who is liable if one child injures another child?

A. You are because it would reflect inadequate supervision of the child on your part.

Q. What about an injury to an already injured child; for example, a child with a skull fracture?

A. You are liable, if you have been told about the existing injury. Your safest bet is to not take such a child until he or she is healed orrequire that the natural parents provide adequate protective devices.

Q. In the case of a day care mother who rents, who is liable for an injury to a child, the day care mother or landlord?

A. Sometimes you and sometimes the landlord. It depends on which of you has undertaken the maintenance of the area or object whereby the child was injured. Again, you should definitely have renters liability insurance.

What is important to remember is that you have a duty to call a doctor or ambulance in the case of any serious or possibly serious injury. Then let the doctor decide whether or not to treat the child if the natural parents cannot be reached.

Another important thing to remember is to be sure all the children's toys, play equipment, and the areas in which they play are safe and free of hazards.

Also, be sure at all times that the children under your care are being properly supervised and looked after.

If you follow these general steps, you will probably never have to worry about being sued.

Small Claims Court can be used to recover money owed you for day care services. The only costs involved are a $6.00 filing fee and $5.00 to serve a suponea.

NUTRITION

To build strong bodies, to grow and develop properly, children need the right food. A child who is fed when he is hungry feels well cared for and secure. A well nourished child has a better chance to learn. We can help him establish good food habits which may help lay the foundation for good health throughout life.

FOOD AND FEEDING affect many parts of a child's life.

His body...he grows stronger and is better able to work and play

His mind...he learns much through the process of eating. He also learns about:

- New foods--how they look--smell--taste
- The different ways foods are served
- Meal time as a pleasant time
- Getting along with people as he eats with them

MEAL PATTERNS

A pattern for breakfast

- Fruit or fruit juice
- Milk
- Cereal, bread or roll
  - plus one or more of the following
    - piece of cheese
    - egg, hard cooked or scrambled
    - peanut butter

Because many children eat small quantities of food, snacks between meals are important to satisfy hunger and to help meet the daily body requirement for food. Snacks which do not interfere with the child's appetite for meals are best, and should be given 1 1/2 hours before meal time.

The Mid-Morning or Mid-Afternoon Snack could include one or more of the following:

- Fruit, such as orange sections, apple wedges or peach halves
- Raw vegetable pieces such as carrot, turnip, rutabaga, potato
- Milk
- A piece of cheese
- Juice--either fruit or vegetable

A Pattern for Lunch

- Meat, poultry, fish, egg, cheese, peanut butter, dried peas or dried beans(choose one of these)
- Bread and butter or margarine
- Raw or cooked vegetables
- Fruit or other dessert
- Milk

A substantial lunch following this pattern should be provided daily because the noon meal may be the main meal of the day for some children.

FOOD PLAN FOR ONE MEAL AND ONE SNACK

Use as guide only. Each individual child may not eat the exact amounts listed.

	Amount	Sample Menu
Morning Snack		
Fruit or fruit juice	1/3-2/3 cup	Orange Juice
Bread and butter	1/2-1 slice	Whole wheat bread and butter or margarine
Noon Meal		
Meat, poultry or fish	1/2-1 ounce	Ground beef pattie
Vegetables	1-2 Tablespoons cooked	Spinach
	2-4 strips, raw	Carrot strips
Bread	1/2-1 slice	Whole wheat
Butter or Margarine	1/2-1 tsp.	bread and butter
Fruit or pudding	1/4-1/2 cup	Chocolate pudding
Milk	1/2-1 cup	Milk

SIZE OF SERVINGS

Children of this age manage best with small helpings--for example:

1/2 to 1 cup of milk
1/2 to 1 ounce of meat
1 to 2 tablespoons each of vegetable and/or fruit
1/2 to 1 slice of bread

Children's appetites may vary from day to day. Second servings should be available for those who want them.

There are times when some children may not feel like eating some of the food served. It is best not to make a point of this. When they are ready, they will eat.

Individual differences in Children

Usually--a child will decide for himself how much food he needs.
Usually--a larger child will eat more than a smaller one.
Usually--a more active child will eat more than a less active one.
Usually--an anxious or worried child will eat less than a happy contented one.

Let the child adapt to our feeding program at the speed which is natural to him. As he becomes more and more independent you may see changes in activity, play, rest, attitudes toward people, appetite, and likes and dislikes for food. Each child needs to do for himself whatever he is able to do. We may help him develop good eating habits which will go with him through life.

Children's Reactions to Food

Some have stronger feeling about what and how they want to eat. The way a child feels about himself and his world shows up

quickly in his approach to food. A child's feelings about his eating experiences may affect the way he is able to meet other situations.

Each child needs an opportunity to become acquainted with a variety of foods. As he grows older he likes to make choices. If he is not fond of vegetables, letting him choose between two may persuade him to eat the one of his choice. The food he chooses or refuses are likely to reflect choices and attitudes of someone he knows.

Establishing a Routine

Regularity is a factor often missing in the lives of many children. An orderly pattern of mealtime, playtime, naptime, bathtime and bedtime can be helpful to their emotional and physical well being. However, regularity should not be overemphasized. Some children at certain periods will have difficulty in following a rigid pattern. Understanding and guidance will help them grow through this period successfully.

Some children eat more slowly than others. Urging speed will only spoil their pleasure in eating. Allow ample time for slow eaters. If a child is restless, let him get up and move about.

HOW TO BRING CHILDREN AND FOOD TOGETHER HAPPILY

A good emotional environment is important

Pleasant eating experiences are as important as proper food. They provide pleasant associations with food and eating.

Food habits and attitudes formed in early years may remain throughout life. The earlier children learn to enjoy eating, the better the chance that good eating habits and attitudes will be formed.

Withholding foods, such as desserts, for punishment should be avoided.

A good physical environment is important

It should provide:

- A bright, well ventilated and clean eating areal
- Suitably sized tables and chairs so that the child's feet will rest on the floor.
- Plates and cups and eating utensils which can be managed by small hands.

Attractive food is important

How food looks, tastes, and feels in the mouth is important to children.

Offer variety in color, flavor, and texture.

- Yellow carrots, grean beans, orange gelatin
- Mild and delicate flavors
- Moisture in meat and eggs
- Crisp raw fruits and vegetables
- Smooth consistency in puddings

Mealtime should be a happy time

Eating is fun for the hungry child. A tired excited child cannot enjoy food. Help him come to the table relaxed and clean with a chance to quiet down before eating.

He needs:

- Attractive food
- Small servings (with the assurance that he can have more)
- Some freedom to choose his own food
- Some freedom to eat his own way (let him eat finger foods with his fingers)
- Interesting table conversation
- Relaxed peaceful atmosphere--soft music at times
- Acceptance of occasional table accidents as a normal part of growing up

Serving Food

Food might be served "family style". Serve small portions--a heaping plate can be discouraging. Serve bite-size pieces (of meat, vegetables, and fruits) which may be eaten with the fingers. Those who can manage a fork will use it, if the food is cut in small enough pieces.

Serve food as soon as the children are at the table.

All vegetables, and especially those served raw must be washed thoroughly. Some children prefer raw vegetables. Others like them cooked. Serve flowerets of cauliflower, sticks or slices of carrots, turnip, celery, rutabaga, leaves of cabbage or lettuce. Fresh fruits as well as uncooked dried fruits must be washed thoroughly.

Some children prefer toast to bread; cut slices in halves or quarters.

THE CHILD'S FAMILY

It is important for us to plan closely with the child's family. The family plans more effectively if they know what the child is eating away from home. By involving parents, they will learn which foods and amounts are best for the children and that family meals may follow the same pattern as those we serve.

A child who learns to like a variety of foods may influence the kind of food served at home.

The child's eating habits and attitudes are influenced by his family life and relationships. Food customs are influenced by a variety of factors such as social, cultural, religious, geographic, etc. In planning meals we will recognize the individual food customs and eating habits among families of the children.

WARNING: Popcorn, peanuts, and raw vegetables are not suitable for children under 2 because of the danger of their not swallowing them properly.

Adapted from OEO Pamphlet 6108-9, December 1968
Project Head Start, Nutrition

INCOME TAX DEDUCTIONS FOR FAMILY DAY CARE HOMES

Eva C. Galambos, Ph.D.

The modest earnings of women who provide day care in their own homes may be augmented in some cases by these women if they take advantage of deductions permitted under the Internal Revenue regulations concerning the use of private homes for business purposes. The fees or earnings received by family day care mothers constitute income, and as such must be reported on the income tax returns.

In instances where combined family income, including the mother's day care earnings, is so low that no tax is due, it would probably not be worth the effort to calculate the permissible deduction. However, where combined family income is at a level where income tax is payable, it may be profitable to calculate all permissible deductions and to thereby reduce the tax owed (which increases the amount of disposable income) These include direct expenditures on child care, such as cost of food and toys, as well as indirect expenditures related to the use of the house, such as mortgage payments, rent, or utilities. Examples of the type of income deductions which are permitted are discussed below.

Direct Expenditures

For a self-employed person, such as a family day care mother, the calculation of profit or loss derived from the fees she received would be made for tax purposes on the Internal Revenue Form 1040 Schedule C. Gross receipts represent the total fees she has received for the year.

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Deductible direct expenses include the amount she spent for food for the children other than her own, toys and supplies for their play and care, or cost of advertisements she may have placed in local papers. Although she need not maintain a record of all food expenses incurred during the year, she should have some type of record to justify the amount claimed. An example of such evidence would be purchases made in one week required for the meals of the children in her care (other than her own).

For instance: Items bought for feeding three children breakfast and lunch week of September 5, 1970:

3 loaves of bread @ .31	.93
1 box of cereal	.55
1 package of bologna	.41
2 packages of cheese @ .35	.70
3 cans of soup @ .23	.69
3 cans of juice @ .39	1.17
1½ gallons of milk @ .36/qt.	2.16
3 cans of applesauce @ .21	.63
3 pounds of bananas @ .15	.45
1 box of cookies	.49
1 carton of eggs	.51
1 jar of mayonnaise	.59
	$ 9.28
Cost per child per week ($9.28 divided by 3)	$ 3.10
Number of child-weeks = 129 (sum of number of weeks each child was in care during year)	
Total food cost ($3.10 x 129)	$ 399.90

The family day care mother should keep receipts for expenditures on items such as cribs, toys, or newspaper advertisements to facilitate the claiming of these deductions.

Indirect Expenditures

The calculation of indirect or other business deductions includes a determination of the amount to cover the use of the house where the house is regularly used to care for other children.

A pro rata portion of expenses such as mortgage interest, property taxes, rent and utility payments is deductible as a business expense. There are various ways of determining the pro rata portion. If the entire house is available for and used in child care, and the children are in the home half of the day; then one-half of the rental, utility bills, or mortgage payments would be deductible. If only some rooms of the house (one bedroom, kitchen, and den) are used in child care, then the square footage of those rooms should be calculated as a percentage of the entire house to determine the pro rata deductible portion. For example, where three rooms used for child care represent a total of 540 square feet, and the entire house is 1620 square feet, then one-third of the monthly rent or mortgage payment of $250 may be allocated for business purposes. If these rooms are used for child care one-half of the day, one-sixth (or 1/3 x 1/2) of the rent or mortgage payment of $250 a month (or $41.67) is deductible. This represents an annual deduction of $500. The monthly utility bills may be pro rated in similar fashion:

Average monthly water and sewer fee	$ 4.00
Average monthly electricity bill	12.00
Average monthly gas bill	8.00
	$ 24.00

Multiplying $24 by one-sixth (or 1/3 of house space x 1/2 of total day) nets $4 monthly for a total $48 annual deduction.

The amount that may be deducted from the telephone bill is not related to the portion of the house used for business, but rather to the time the telephone is available and needed for business use. If day care is provided for 12 hours per day, one-half of the monthly telephone bill (approximately $60 per year) would be deductible.

If the home is owned by the family day care mother, depreciation may also be deducted. In order to calculate depreciation it is necessary to determine the current value of the house, less land which does not depreciate. A recent property tax statement may be used as evidence. If assessments are on a 50 percent rate, and the assessment for tax purposes is $8,000 on the house and $2,000 on the land, the current value of the house is $16,000. Applying the one-sixth pro rata share, the current base for depreciation of the home allocated for business use is $2,667. The next step is to estimate the property's useful life and salvage value. The useful life is the number of years one expects to continue the child care business in one's home. If a mother plans to continue 10 years until her own children are finished with high school, the useful life is 10 years. The salvage value is the estimate of the value of the portion of the house used for business at the end of 10 years. The basis for this estimate may be the current prices of similar homes that are approximately 10 years older, adjusted for an inflation factor.

Assuming a 10-year estimate of the time day care will be provided in the home, and a $12,000 estimate for the value of the home in 10 years, the salvage value is $12,000 x1/6 or $2,000.

The basis for depreciation	$ 2,667
less the salvage value	2,000
nets a depreciation amount of	$ 667 for 10 years, or
	66.70 depreciation deduction per year.

The cost of major renovations made to the home, such as roof repairs or new kitchen floors, may be depreciated in the same manner as shown for the value of the home.

The cost of major equipment such as a washing machine, if necessary for child care, could also be distributed and depreciated for deductions. For instance, if a larger refrigerator is purchased for use in the day care business, and approximately one-half of the weekly total food expenses are made for the children in the day care program, then one-half of the refrigerator is used for business. If it costs $300, with a useful life of 10 years and a salvage value at the end of $30, then the base for depreciation is $300 x 1/2 business use, or $150 less $30, or $12 per year.

The deductions described above total $1,087.60. If a day care mother has had 129 child care weeks in a year at $20 per child week, her gross receipts would be $2,580. However, the deduction of $1,087.60 described above reduces her taxable income by almost one-half to $1,492.40, which could produce considerable tax saving, depending on the amount of total family income.

As a safeguard, it is advisable that receipts, canceled checks or similar evidence relative to any of the expenses described above be kept by the family day care mother for three years from the date of the tax return to which the expenses pertain.

Family day care mothers, as self-employed persons, are liable for self-employed social security payments. The computation of this payment is made on Form 1040, Schedule E at the time the income tax return is filed. On the net profit shown in the above hypothetical example, the social security tax owed in 1970 would be $1,492.40 x .069, or $102.98.

APPENDIX B

Educational Materials Inventory i

Open-ended Child Management Questionnaire iv

Home Visit Record vi

EDUCATIONAL MATERIALS INVENTORY

Date_____

NAME:_____Length of Visit_____

ADDRESS:_____

CONSULTANT:_____

NO. OF CHILDREN_____ OWN_____DAY CARE_____

NAMES:_____AGES:

ROOMS USED FOR DAY CARE:

ALL
BEDROOM
LIVING ROOM
KITCHEN
BATHROOM
BASEMENT

EQUIPMENT AND MATERIALS AVAILABLE :

ART MATERIALS (Crayons, scissors, paint, clay, playdough, paper, etc.)

WORKSHOP (Hammer, nails, saw)

TABLE GAMES (puzzles, tinkertoys, lego, etc.)

BOOKS (Library, magazines, catalogs, Golden books) Approx. Number

TELEVISION (Programs, time on)

LARGE MUSCLE TOYS (cars, trucks, blocks, boards, cartons)

WATER TOYS

DRAMATIC PLAY (Kitchen equipment, dress-up clothes, dolls, housekeeping equipment, cartons)

MUSIC (Record player, records, instruments, radio)

THINGS TO PICK UP, TOUCH, OBSERVE (natural objects, live animals)

MATERIAL FOR AGGRESSIVE OUTLETS _ Clay, playdough, hammer and nails, pillow case stuffed with paper.

OUTDOOR PLAY AREA

DESCRIPTION (Park, backyard, hilly, flat)

HOW FAR AWAY?

HOW OFTEN USED?

EQUIPMENT:

Jungle gym
Slides
Boxes and boards
Trees to climb
Bicycles
Sandbox
Mud
Dragging tools
Others

GAMES WITHOUT EQUIPMENT (finger play, counting)

IS THERE A SCHEDULE FOR THE DAY?

Fixed time to go out?
Music time?
Story time?
Juice time?
Lunch time?
Nap time?

IS EQUIPMENT ARRANGED IN AREAS? Art? Books? Blocks?
Dressup? Housekeeping?

WHAT KINDS OF NEEDS HAS DAY CARE MOTHER EXPRESSED TO CONSULTANT?

	Verbally	Implied
Help in planning day		
Getting materials		
Organizing space		
Child management		
Dealing with natural mothers		
PERSONAL PROBLEMS		
Health		
Welfare		
Support as teacher of children		

GENERAL IMPRESSION OF CHILDREN'S AND MOTHER'S ATTITUDE TO CONSULTANT:

OPENENDED CHILD MANAGEMENT QUESTIONNAIRE

DAYCARE CONSULTATION PROGRAM

There are no "right" answers to these questions. We are trying to find some of the many ways that mothers handle these problems. Just write (or say) what you think you would do on a regular day.

1. You have just started talking on the phone and two of the children you are caring for start calling to you to come to them, and they keep trying to get your attention. What would you do?

   If that doesn't work, what would you do next?

2. You just put out snacks, and one of the children spills his cup of juice on purpose. What would you do?

   Why would you do that?

v

3. You are baking a cake and the children keep bothering you. What would you do?

What would you do if you were in a hurry to go shopping?

4. One of the children hits another child, who then started to cry. What would you do?

What would you do if you were tired and had a headache?

5. One mother is often late in picking up her child. What would you do?

If that doesn't work, what next?